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The frequency with which poems and prose selections were mentioned in the courses of study was recorded. From this data the author presents tables showing the poems arranged in order of popularity, their frequency of mention by grades, a selected list of poems for memory work in each grade, and lists of prose material mentioned. The report is devoted mostly to poetry, only six pages being given over to prose. A valuable bibliography of the poems is given.

The value of such a study rests in the accuracy with which it records present practice. If city school systems carry out their courses of study to the letter, then one could assume that this study presents the practice of fifty cities quite accurately. However, to standardize memory work in the grades solely on a basis of present practice is not sufficient. Other factors enter into the situation. Obviously though, this study represents the first step in the solution of one of the many problems in the elementary-school curriculum.

Measuring personality?—It has been estimated that in the course of a school year there are approximately two hundred and fifty million classroom contacts between students and instructors in American colleges. The education of students through these classroom contacts is, to a considerable degree, conditioned by the types of teaching-personality represented among the instructors in our higher institutions. The current criticisms of college teaching coupled with the need for a high type of teaching-personality are presented in detail in a recent book¹ which comes from the Institute for Public Service.

The author uses the term personality in a very broad sense. The nature and scope of the book can be briefly set forth in the following quotation:

The writer here records the results of classroom visits to seventy-two instructors, who during the summer session of a large university were observed in the actual process of teaching. These reports describe briefly the living spirit and personality of the teachers, and the attitude and reactions of the students during the class period.

One hundred classes conducted by seventy-two teachers of twenty-five different subjects were visited during six weeks. Thirty-nine of the men visited were observed only when lecturing, thirty-one only when holding recitation, while two were visited more than once who used both methods.

When visiting classes, all of which were held in the morning, the gist of the recitation and lectures was taken down and notes made of the appearance, mannerisms, dress, method of teaching and personal qualities of the professors, together with the number of students in the class and main facts about ventilation, lighting, seating arrangements and other relevant classroom details [pp. 5-6].

The first half of the book is filled with detailed descriptions of the personalities of each of the instructors observed. These sketches are well written in popular style, and they illustrate in a concrete way the wide differences

¹ DAVID E. BERG, *Personalityculture by College Faculties*. New York: Institute for Public Service, 1920. Pp. 127.

which exist in teaching-personality. Any teacher will enjoy reading these descriptions, and there is no doubt that such reading will stimulate increased attention to the personal element in instruction. The author's point of view is that of a student, showing the teacher as seen by the class.

The last half of the book is of a very different nature. In it the author attempts to *measure* the elements of personality in the teachers observed. A scale is proposed consisting of three divisions. The first division includes under the general title of "intellectual qualities" the elements of capacity and acquisition, organization, dynamic and inspirational power, and embellishments. The second division, called "emotional qualities," includes conduct and appearance, basic emotions, and refining qualities. The third division, "volitional qualities," includes stimulating to action and effort, conduct and appearance, and ethical qualities. Under the ten subheads just listed the author attempts to make ratings on one hundred and sixteen minor factors, such as scholarship, erudition, open-mindedness, analytical power, etc.

The essential nature of the study might be summarized as follows: A single individual makes observations of the class exercises of seventy-two teachers, in most cases only a single observation. An attempt is made to secure data on so large a range of items that concentrated attention upon any single factor for more than a few minutes is impossible. In the afternoon the notes on this panoramic view are expanded, and as a final result each of the seventy-two instructors so observed is given detailed ratings on one hundred and sixteen items. Tabulation of these ratings follows, showing, for example, that for "dynamic and inspirational intellectual qualities" the ratings for the seventy-two professors on the seventeen elementary factors of this division give a net total rating of four hundred and two points out of a possible 3,168 points. And all of the judgments upon which the foregoing ratings are made are subjective and based upon the point of view of a single individual.

Following this elaborate procedure the author assures the reader that "anyone else can easily, by a detailed analysis of components of teaching ability, study a number of teachers, classify them into groups and determine their relative ability" (p. 110). The reader is also reminded that "From the now common mental tests of students it is but a short step to personality tests of instructors as well as students" (p. 127).

That the selection of the highest type of teaching-personality is a matter of fundamental importance, the reviewer fully agrees. The first half of the book is well worth reading for the interest it stimulates in the problem. However, the amateurish attempt of the second half in rating personality, coupled with the naïve statement that the problem is easy and that it is but a short step to personality tests of instructors, furnishes an example of a type of pseudo-research with which the science of education is already too greatly afflicted. Such surface attempts are readily seized upon by critics of education to discredit valid applications of scientific method to such research problems. The present study barely scratches the surface of the psychology of personality.